

MEMO

TO: Committee on Teacher Education for approval in May
Education Department (UG/MA) for processing in April
FROM: Assessment Committee
DATES: April 16, 2009; May 1, 2009 to COTE
RE: Items for endorsement: Phase III of UAS Refinement

Following the completion of Phases I and II of the UAS Refinement in the Spring 2008, the Assessment Committee has completed Phase III study and is ready to present the final revisions of the Unit Assessment System for approval at the May 2009 Committee on Teacher Education (COTE) meeting. Please find the two attached items. The Assessment Committee is recommending that the unit faculty endorse the attached items for policy approval by COTE, at the May 5, 2009 meeting.

Historical Summary:

Phase I: Completed by the UG Department in Spring 2007 with recommendations of which items to remove from UAS and which to keep/refine. A. Committee moved forward with recommendations.

Phase II, Part I: In Fall 2007, the Assessment Coordinator and Chair of Teacher Education met to review the changes in the NCATE standard 2 and discussed implications for unit functioning and listed ideas for Assessment Committee to consider. In Spring 2008, the department met in January and asked that the Coordinator take the department's recommendations for the UAS draft chart to the Assessment Committee. Assessment Committee met in January 2008 and recommended that the committee further the creation of templates to be used for processing data, and also worked at headings for the UAS chart.

Phase II, Part II: In June 2008 when the new standard 2 was released, a study was conducted to compare the current UAS to the standards. Gaps were noted and presented in a matrix chart. In December 2008, the Assessment Committee worked to revise the UAS Instrument Chart to bring it up to speed with the new standards per the gaps identified in June 2008. In addition, this meant the recommendation to COTE that the unit: (a) create a standardized reporting form; (b) create a mechanism for reporting individual data to students so the student/unit can create a Plan for Student Growth; (c) creation of Unit Operations Survey; and (d) addition/deletion of certain instruments from the UAS.

Phase III: In February 2009 the recommendations were made to COTE for approval, resulting in much discussion. **Action II: to adopt, in concept, the use of a "Decision Making Report form" that is completed by appropriate members of the unit to document type of/reason for decisions that are made.** TFlanagan/JWilfong **Action III: to adopt the Profile of Performance and the Unit/Lesson plans as UAS instruments that measure our candidates' performance at the point of Admission to student teaching; implementation details to be defined by the education department and assessment committee.**

BFast/MSprunger

Few actions were taken, so the Assessment Coordinator met with the two directors and planned for a processing session with the department. The Assessment Committee provided a shorter document (attached here) for departmental processing and is now recommending the following motions to COTE at its May 5, 2009 meeting.

Motions:

1. The attached revision of the "Assessment Committee Description" be adopted and placed into the appropriate sections of the UAS Manual/TE Handbook.
2. The revised UAS Instrument Chart for the undergraduate division of Teacher Education be adopted, with the attached UAS Action Plan.

ITEM 1: Revision of Assessment Committee Description for UAS Manual/TE Handbook

Eastern Mennonite University COTE: Assessment Committee

Mandate: *(This section will be placed in TE Handbook, as well as the UAS manual; it will not contain the word “mandate” when placed in the TE Handbook but will follow the format of that handbook.)*

The Assessment Committee functions as a subcommittee of the Committee on Teacher Education, and is charged with coordinating the development, implementation, and ongoing review of the unit assessment system (UAS). The Assessment Committee ensures that the unit collects and analyzes data in a manner that ensures the data are used to improve candidates, programs, and the unit. The Assessment Committee ensures that the UAS is aligned with the National Council for Accreditation of Teacher Education (NCATE) standards and creates proposals for revisions of the system. COTE approves policy revisions of the assessment system.

The Assessment Committee functions as a sub-committee of COTE. Membership is composed of the Assessment Coordinator, a representative from the Institutional Research Office, 1 representative from the Education Department, and 1 other member of COTE. The chair of the Assessment Committee is the Assessment Coordinator of the Unit, as an appointed position with departmental load hours assigned (Refer to UAS manual for further details).

Working Assumptions and Principles

1. Evaluation measures assess candidate performance and unit operations/effectiveness.
2. Candidate assessments measure knowledge, skills and dispositions according to curricula and appropriate standards.
3. Candidate performance is measured through multiple assessments and at regular intervals, matching the candidate transition points.
4. Assessments are consistent with national, state, and unit standards, best practice, and research.
5. Communication concerning the assessment processes is regular and transparent.
6. Unit members work collaboratively with the Assessment Subcommittee to further articulate, implement and review assessments consistent with the Unit Outcomes, the Specialty Professional Association Outcomes and university, state and national standards.

Roles and Processes

1. *UAS Maintenance and Revision:* The committee is responsible for maintaining a UAS that is effective and in alignment with NCATE standards. The Committee may review suggestions for improvement of the system from anywhere within the unit, and may also receive feedback on such proposals from anywhere within the unit. The Assessment Committee references policy proposals with the Education Department for information and discussion prior to presentation to COTE for approval. Final proposals for revising the UAS are drafted by the Assessment Committee; such proposals are considered to be a change in policy and, therefore, require the approval of COTE.

2. *Oversight of the UAS:* The Assessment Coordinator, in conjunction with members of the Assessment Committee, provides each level of unit with: notification of the assessment cycle, assessment instrument(s) to be used, and reporting procedures for the use of data to make decisions. The coordinator/committee provides the appropriate mechanisms for storage and recording of the use of data for decision-making purposes. The Coordinator/Committee may also review data usage reports for trends that may affect the unit, and/or to determine if data should be shared for further analysis across parts of the unit. Final responsibility for ensuring that members of the unit carry out their responsibilities within the UAS rests with the UG/MA Directors, as a supervisory function (see Figure 1).

¹ requires the systematic gathering, summarizing, and evaluation of data and using the data (Retrieved from NCATE standards, April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4> .

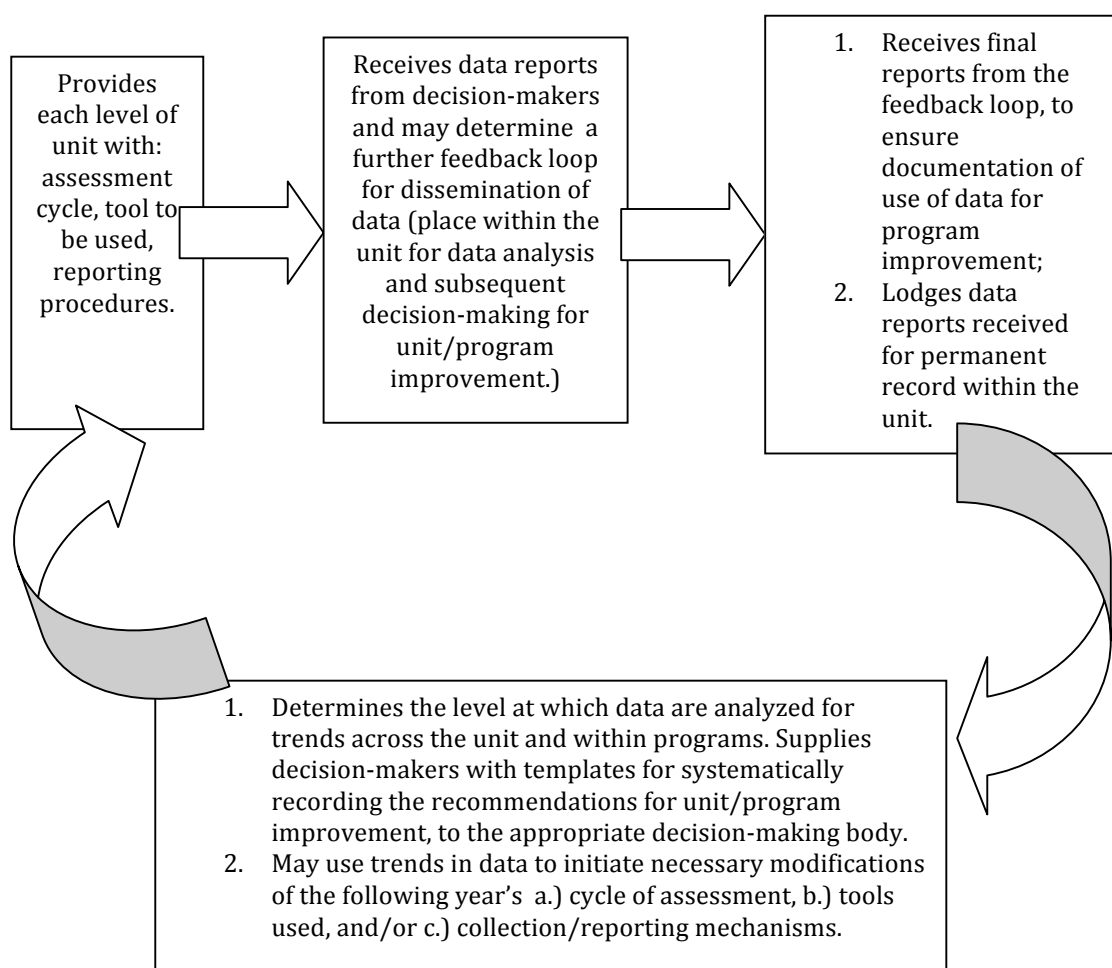
² provides candidates with ongoing feedback (Retrieved from NCATE standards, April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4> .

Figure 1. Tasks of the Assessment Committee

Task 1: Assessment System Maintenance

AC ensures the development and maintenance of fair, accurate and consistent assessment tools that are free of bias, for evaluating candidate performance and evaluating unit effectiveness.	Create and maintain the Cycle of Assessments	Create and maintain consistent mechanisms for collecting data from multiple assessments across the unit and candidate's tenure.	Coordinate mechanisms for systematically analyzing and utilizing data for candidate, program and unit improvement.
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Task 2: Data Collection, Analysis and Use for Program Improvement



¹ requires the systematic gathering, summarizing, and evaluation of data and using the data (Retrieved from NCATE standards, April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4> .

² provides candidates with ongoing feedback (Retrieved from NCATE standards, April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4> .

ITEM 2: UNIT ASSESSMENT SYSTEM INSTRUMENT CHART for UG

The proposed revision of the UAS Instrument Chart for the UG includes the following revisions.

**Instruments adopted in concept at Feb 2009 COTE meeting:*

- *Field Experience Profile (evaluation of practicum), for Admission to Student Teaching*
- *Lesson/Unit, for Admission to Student Teaching.*
- *Unit Operations Survey*

Instruments subsumed within another instrument, or deleted from UAS:

- Entry S/I/PK Reflection paper
- Caregiver Communication letter
- Entry Caring Dispositions Reflection**
- Entry Co/Ca/L Reflection paper
- Capstone S/I/PK Reflection paper
- Capstone C/Ca/L Reflection paper
- ST Caregiver Communication letter

*** Instruments needing revisions:*

- Entry/Exit Philosophy of Education paper will contain the final element from the reflection papers: impact of S/I/PK/Co/CA/L on student learning.
- Put the previously deleted Clinical Performance evaluation back in¹
- Recommendation forms for Admission (T Ed faculty, Academic Major Faculty, Character Reference, Change the Caring Dispositions Reflection paper to be a self-rating that meshes with these 3 reference forms)

****For discussion/decision:*

- Technology standards: Should this be in the UAS, or not? The professor simply verifies that a student has the skills, or not (yes/no type of data). This is required for exit from the program, but will the data tell us anything significant. Check could be made for the majority of the skills by prof in ED 201 and then again in ED 411.
- Child Abuse Training Certificate: Should this be in the UAS, or not? The student completes the training as required for licensure. Again the data set received will be a "yes/no" format. Is this data useful?

¹ Note: "In the evaluation of unit operations and programs, the unit collects, analyzes, and uses a broad array of information and data from course evaluations and evaluations of clinical practice, faculty, admissions process, advising system, school partnerships, program quality, unit governance, etc." (Retrieved April 7, 2009 from <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>).